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ABSTRACT

The personal and professional impact of two Outward Bound (OB) Teacher's Practica (23-day courses including group and solo wilderness survival, 3-day urban ghetto, migrant family exposure, and academic components) were evaluated by a 5-member team who analyzed post-experience data derived from personal interviews (N=34); mailed questionnaires (N=34); tapes of debriefing sessions; teacher's journals; and final papers submitted by the participants. A total of 12 national and local OB staff members were also interviewed. Generally, results indicated significant changes in teacher behavior (greater student sensitivity, greater concern for student needs, and less concern for traditional school rituals and codes), but it was recommended that program improvement could be made via: goal clarification; greater emphasis on the relevance of OB experiences to classroom teaching; greater OB staff sensitivity to the nature of teachers; an academic component that was more experiential than theoretical; a preparatory reading list: less emphasis upon the "peak experience" of the solo component; inclusion of the highly successful urban component in the Dartmouth program; goal clarification of the migrant component for both migrant families and participants; inclusion of more skill training; relocation of the Dartmouth course to a less inhabited area; supportive follow-up efforts; more group decision making; etc. (JC)

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EVALUATION OF OUTWARD BOUND TEACHERS' PRACTICA

D-T3, C-36T, C-39T

Summer, 1969

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Submitted: March 1970

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INTRODUCTION

Education has been one of the critical issues of debate in the Sixties. High school and college students have reacted with increasing concern and activism to such matters as the sterility of curriculum, lack of student decision-making power, and the general irrelevance of their education. At the same time that student demands are being widely discussed and occasionally implemented by some progressive administrators, most teachers are inadequately prepared to meet the needs of concerned and active students. Teachers are still being trained to work in traditional classrooms where the "teacher is always right" and his is the only voice heard. Many educators believe that our public school classrooms should move from teacher centered situations to student centered ones. We should see classrooms where students are more independent, free to make decisions concerning what, when, how and maybe even if they will study. However, classrooms can only become more personal and responsive if there is a breed of teacher who is really willing to put the child at the center of attention and allow that child to fail, to succeed and to grow at his own rate. To produce this kind of teacher we will need a different type of teacher-training. Many critics agree that method classes, certification requirements, and eight weeks of practice teaching, the major ingredients of typical teacher-training courses, have failed to produce quality educators. Outward Bound, Inc. initiated three courses for teachers during the summer of 1969, which provided an innovative and refreshing vehicle to train teachers.

The Teachers' Course (also referred to as Practicum) consists primarily of a patrol of 10-12 educators and one skilled patrol leader living and working together in a wilderness setting. Physical survival skills are taught and then used on long hikes, rafting trips, and peak climbs which make up the major part of the 26 day course. A three day solo (alone without food or shelter) is a major component for all courses. A three day urban experience involving a stay in the slum area of Denver or with a migrant family was an experimental portion of two of the three courses. Throughout the Teachers' Practica, physical and emotional challenges are placed before the participant to expand his concept of what he can accomplish. Along with the physical challenges, the group engages in discussions about themselves, their group, the teaching or learning experience, and how Outward Bound's philosophy of experiential education can be incorporated into their classrooms.

Evidence from journals, tapes, interviews and questionnaires suggests that significant changes in the behavior of teachers resulted from the Outward Bound Teachers' Practica. Frequently, teachers became more sensitive to their students, more concerned with meeting the needs of students, and less concerned with the traditional ritual and codes of public schools. These and other changes will be discussed at length in the following report. Based on the evidence we have gathered for this evaluation, our team is extremely enthusiastic about the use of special Outward Bound courses as a means of training relevant, capable teachers.

EVALUATION PROCEDURES

The evaluation of the Teachers' Practica was directed by Dr. Glenn Hawkes, Assistant Professor of Education at the University of Massachusetts, assisted by four graduate students of the same school. None of our team has ever worked for Outward Bound. We have each had several years of experience teaching in the classroom and in addition, two of the members have worked in wilderness settings.

Because we were not contacted to conduct the evaluation until after the course was completed, our survey is limited in its scientific and statistical research. We have to rely primarily on the participants' perceptions about themselves, about their experiences, and about their companions. A variety of sources were used to gain this information. Daily journals were kept by the teachers during the Outward Bound course. At the end of the course, papers were written and debriefing sessions led by the staff were held. Our own interviews and questionnaires supplied us with the teachers' reflections several months after the course was completed. In addition, we were able to observe some of the teachers interacting with their students both in and out of the classroom, as well as with colleagues. We also interviewed Outward Bound staff and did extensive reading from literature about Outward Bound.

As stated, our main source of information was the teachers. We contacted and personally interviewed a total of 34 participants- 25 in the Colorado courses, and nine in the Dartmouth course. Each interview was two hours in length and taped so that every

member of the evaluation team could listen and evaluate from it. The interview consisted of questioning the participant about his reactions to his experiences, his criticisms and recommendations for the course, and any changes he perceived in his classroom behavior as a result of the course. Included were questions about the personal effects of several of the individual features of the course, such as the solo, urban component, rappel, and academic component.

Another major source of data was a questionnaire which we designed and forwarded to all participants. The questionnaire was four pages long and called for reflection upon and reaction to the Outward Bound course. The participants were asked to discuss the effects of the course on them personally as well as professionally. We received responses from 34 of the participants. In most cases, we did not receive questionnaires from participants that we had interviewed. Thus, the team made substantial contact with over 65 of the 108 participants. A copy of the questionnaire along with responses is enclosed in this report.

We interviewed seven members of the Colorado Outward Bound School staff, three of the Dartmouth staff, and held frequent discussions with two staff members of the national Outward Bound office. These last two staff members were especially helpful in explaining the goals and purposes of the Teachers' Practica. To further familiarize ourselves with the program and its purposes, we read proposals and previous reports of courses developed by Outward Bound officials.

In addition to our own post evaluation devices, the interview and questionnaire, Outward Bound made all the journals and papers available to us. Journals were written by participants while the course was in progress. Participants submitted a final paper at the end of courses held in Colorado, in which they described how Outward Bound might be adapted to the classroom. Those in the Dartmouth course made recommendations for future Outward Bound Teachers' courses. These data were important because they revealed teachers' reactions to the course while it was in progress.

In summary, the evaluation of Outward Bound Teachers' Practica is the result of interviews, questionnaires, tapes of debriefing sessions, journals and end-of-the-course papers. We analyzed the material from these sources and have been able to draw some conclusions as to the effects of the course on teachers, and to make recommendations for future courses. We do strongly advise that Outward Bound make provision for an evaluation of next summer's Teachers' courses which would include an examination of participants' behavior prior to experiencing the course.

TEACHERS' PRACTICA - WHAT ARE THEY?

For several years, Outward Bound has run 26 day courses for boys and more recently girls, ages 16-23, at five schools located in the U. S. Confrontations of one's fears in a wilderness setting has proved to be an emotional, spiritual and maturing experience. Outward Bound put educators through a specially designed course in an attempt to determine what effects the same kinds of experiences might have on adults and specifically on teachers. Important questions which the Outward Bound staff are considering include: Do the teachers behave differently in the classroom as a result of their participation in an Outward Bound course? Does the Outward Bound philosophy of experiential education (learning by doing) have anything to say to classroom teachers?

In comparison with the usual course run for boys, the Teachers' Practica exhibited both similarities and differences. In the Colorado courses, one of the differences was an urban component in which teachers lived in the slums of Denver or with the families of migrant laborers. The intent here was for the teachers to experience and gain some insight into the lives of both urban and rural poor whites and blacks. A further difference (from the course for boys) manifested in all three courses was the academic component, implemented at the end of the course. The teachers were required to write papers in which they reflected on their experiences in the wilderness and inner city. Moreover,

another difference was that time was allotted during the course for thought and discussions about the group interaction and the possible application of Outward Bound philosophy and techniques to classroom education.

While different from teen-age Outward Bound courses, the Teachers' Practica also kept several features of the traditional Outward Bound course. Skill training, planned and unplanned physical challenges (rappel, rock climb, marathon run), three day solo, initiative tests (wall and beam, ropes) are all included in the Teachers' Course. Other factors in the Teachers' Courses (some of which are in the boys' courses also) include hiking, expeditions, peak climbs, three day river rafting trips, and sailing. Patrols are made up of 10-12 adults and one instructor. Male and female patrols generally travel separately though frequently they might meet for meals. Pace and degree of difficulty of activities are left to the discretion of the instructor.

It may be noted that there is ambiguity on the part of the staff as to the nature of the content of the course. Some feel that a traditional boys' course is all that is necessary for teachers; others believe that special methods and techniques must be employed in order to get teachers to effectively analyze and possibly change their behavior. Our evaluation team would agree with the latter opinion.

GENERAL OBSERVATIONS

Personal Level

The Outward Bound Teachers' Practica seem to function on two levels. On one level it is an intense personal and individual experience which includes understanding and conquering physical and emotional fears; examination of the individual's values, life style and goals; appreciation of natural beauty; and enjoyment of others and concern for their well-being.

Setting

The isolated and natural setting seems to aid in producing self-reflection and analysis. One teacher stated at the conclusion of the course, "This periodic opportunity in Outward Bound to sit quietly and reflect upon the experience of life in a wild and natural setting is an outstanding feature of the program." Another said, "For the first time I understand Thoreau."

Sensitivity and self-reflection

The experience of living together closely led many teachers to develop a greater awareness of and sensitivity to each other, and later this sensitivity was transferred to their students. One teacher said, "I experienced something I had seldom experienced before, an understanding and appreciation of other people." Another teacher reacting to having to work with another reported, "Then I had to belay someone else up and the sense of responsibility was terrific - I literally had her life in my hands. When it was over I was elated and feeling so alive and excited."

Another teacher described his reactions as follows: "Knowing you are responsible for someone dangling on the end of a rope is an awesome feeling. It brings out deep feelings and thoughts toward a fellow human being and fosters a feeling of closeness." And, again, one teacher stated, "I felt not only my own physical triumph and my moral triumph over fear, but also very strongly the inter-dependency of all men." Finally, another teacher felt he benefited from a mental rather than physical stress. He said,

> I got more joy out of helping guys who didn't believe they could climb Snowmass than I ever did from climbing a peak . . . I had to control the frustration of knowing while on the 2,984th rest stop, that I could have crossed the pass two hours ago instead of being 800 feet below the crest. For me this was stress!

For another, the experience of living together was one which provided him with considerable self-reflection and insight:

> The opportunities to live with ten other people for an extended period of time is a tremendous experience. You can put up with a lot you do not like until you get very tired or pushed very hard, then our true feelings come out. It is at these times that we really know what we are like and who we really are. And it is at these times that the group reacts to us to show us what they think of us. These are some of the real learning situations in which a person can get a realistic look at himself and others in the patrol.

How much of this feeling of sensitivity or concern for others was present in participants before experiencing Outward Bound is impossible to determine accurately, but we assert that the feelings and emotions of the participants were deep and profound ones.

Self-confidence

Confrontation with daily physical stress situations (rappelling, river rafting, rock climbing) extended and tested what the participants previously felt capable of doing. For this reason many teachers developed a greater sense of self-confidence. The following reaction from one journal is typical of many.

> I was terribly afraid to rappell down a cliff whose end I could not see from where I was waiting to go down. I was very apprehensive about having the physically weakest person in my patrol belay me on a rock climb. I went through with both situations and when I was finished with them, I had the greatest boost that my self-confidence ever had.

As a result of this increase in self-confidence, some teachers found it easier to confront and question their peers and supervisors back in their respective schools. One teacher in responding to a question dealing with changes in character as a result of the course said, "I have more courage to confront others this year, as I confronted myself this summer."

Involvement

The nature of the patrol and the fact that the survival of the group depended on each individual carrying his full share of the work seemed to produce a desire on the part of participants to become involved in situations. One teacher mentioned,

> Goodness knows how I'll react when in the outside world, but I think I'll be much more appreciative, and a participator rather than a watcher. I'll be more prepared to put myself out on a limb and risk failure than the security of going the easy and non-participatory way.

Another teacher felt this way about getting involved,

> I believe that I can more effectively work with small groups because of my being in a patrol. This will be especially true with my involvement in working in small groups of teachers. I don't expect I will be able to hold back and be a 'spectator' in any small group any more. Because of my part in the patrol where there were no 'spectators' and such a course of action was not possible, I don't believe I will feel right in returning to that role. I will now get involved.

Thus, the Outward Bound Teachers' Practica can be interpreted as dramatic and meaningful personal experiences which affect individuals in different ways and to different degrees. To the extent that the personal experience reinforces or changes the values and personalities of the adults, their behavior is therefore affected in the classroom and in their relationships with students. One teacher wrote at the end of the course, "These experiences I am sure will affect who I am and therefore how I teach."

Professional level

In addition to functioning on one level (as a personal experience) the Outward Bound Practica work on a second level; they have a direct effect on the adults as professionals. Outward Bound instructors make an effort to demonstrate and explain the philosophy of learning by doing. Discussions are held, visiting speakers are included, and teachers are encouraged to see how the techniques they are experiencing can be transferred to their own classrooms and schools. In many ways, the Outward Bound philosophy

of education is communicated indirectly - the teacher observes and experiences the way the instructors teach him the necessary skills for survival in the wilderness. Because the participants are teachers, they can reinforce and help each other to develop an understanding of these methods and their practical applications back in their classrooms.

While cautious about drawing absolute conclusions, we are enthusiastic and confident about the validity of the following general conclusions about the behavior of teachers as a result of their Outward Bound experience. It is advisable to remember that the Outward Bound experience is an individual one, thus we wish to make clear that not all teachers experienced the same degree or extent of change, and in what we believe to be a very few cases, classroom styles of some teachers were not affected at all.

With this in mind, we conclude as follows:

Empathetic with students

Teachers are more empathetic with their students. They seem to understand more clearly the feelings of students, to see the educative process through the eyes of younger people. This is an important factor in teacher education, given the fact that increasingly students are demanding that their feelings, views, and opinions be considered. One teacher, responding in a questionnaire stated, "Outward Bound more than any subject or course that I have taken helped me to understand what it means

to be a student. Now more than ever I put myself in the place of my students." Possibly this feeling of empathy is produced by the teachers being placed in a dependent role in the wilderness, relying on the teacher for instruction and approval. One teacher described it this way, "I have been frightened, exhausted and sure that I couldn't do things. I understand the feelings of my students better now. I talk with them about their feelings."

More relevant instruction

Because of increased empathy for students, teachers are more interested in tailoring instruction to meet the needs and concerns of individual students. Frequently this concern is exhibited by the teacher allowing more special independent projects. One teacher described his classroom as a place where students could pursue subjects on their own and at their own pace. He saw his role in this process as an "experience provider" and "resource person." He says, "I find myself being less concerned about course content and more concerned for the individual student. I see teachers more as experience providers." Many school systems are trying to implement a more individualized instruction where the students can work independently at their own rate of speed. In this context, the Outward Bound course seems to provide teachers with some sense of what independent, individualized instruction means. It is also important to note that the teacher does not have to feel that all learning must

take place through or from him; his role in the classroom changes to a more supportive and resource-oriented one.

Student independence

Teachers developed a willingness to give students more independence and a greater sense of control over their learning, thus meeting a current demand of college and high school students who are reacting against being treated as second class citizens, and being required to obey rules which frequently they have had no hand in making. One teacher in response to a question, wrote in describing his classroom behavior, "Freedom in atmosphere - respect for kids - listen to opinions." Another teacher commented that he now included, "more student participation and planning." Another said that in contrast to last year he was more willing to "involve more of the students in decision making."

Traditional school regulations

One conclusion which was emphasized over and over by teachers was that they were now less concerned about traditional school regulations, e.g., dress code, hair cuts, etc. Teachers customarily spend part of their time at school concerned with appearance of students, attendance forms, and enforcement of trivial rules. Frequently, these secondary jobs overwhelm or take the place of the real purpose of the teacher - to educate. To the extent that these trivial jobs demand the attention of the teachers, they have that much less time, energy and enthusiasm for teaching. Consequently, we were pleased to note that one effect of the

Outward Bound course was to reduce the level of importance teachers attached to pursuing these secondary goals. One physical education teacher commented that he finds himself, "more lenient in some aspects of my job. Rules regarding dress, grooming, and appearance do not bug me as much as in the past and I find it comfortable for me to live with a lack of a good grooming code in high school." Another educator speaks to the same point, "More lenient due to more self-confidence. Rules of orderliness and sticking to plans are relaxed." Another teacher said she felt, "more lenient in rules of regulation which do nothing to better the students, i.e., many teachers were against girls wearing slacks to school - I saw nothing wrong with it." Finally, in answer to a question on changes in behavior, "More lenient, I seem not to have as many rules and let the students take more of the responsibility so that they have more freedom."

More challenge

An interesting point to note under this category is that while many teachers became less interested in the smaller matters of education they remained strict about students meeting their responsibilities and measuring up to challenges. Thus, the teacher did not simply react to trivial rules and become permissive in all areas of instruction. One teacher said that he became "more strict in demanding more from individuals." Some teachers realized the value of planned stress-situations and gave the students more responsibilities and challenges. One teacher in

an interview commented, "Since I faced up to many challenges and ones that I thought I could never accomplish, I have now given my students much more to do. They are much more capable than I ever thought they were." One teacher found that she could adapt the methods used by the Outward Bound staff to her classroom.

> I realize that treatment of me, both at the rock climbing and at the rappelling, has several implications for my teaching. First of all, set the goal high enough so that the person will have to extend himself to reach it. Second, let the person know that you consider it to be well within his capabilities. Third, where possible stay with them until they accomplish it. All the while being calm, patient, and giving emotional support. Outward Bound seems to be an attitude, a way of doing things.

One criticism we have of the Outward Bound course is that the teachers were not always shown how to adapt planned stress-situations into their classrooms. We will take this point up later; however, we do feel that a positive result of the Outward Bound course for some teachers was that it increased their view of what students can do.

Teacher-student relationship

The relationship between teachers and students is an extremely important factor in producing an atmosphere in the classroom which is conducive to learning. Traditionally, teacher education is filled with maxims warning teachers to draw hard and fast lines between themselves and their students. One famous maxim "Don't smile before December" warns against too close a

personal relationship with students. Faculty meetings are frequently more concerned with devising tactics for keeping students away from each other than with how to produce more learning. We agree with the teacher previously quoted who indicated that, "being calm, patient and giving emotional support" are valuable ingredients of a meaningful teacher-student relationship.

Teachers more personal

Against this background of authoritarianism it is a pleasure to find that as a result of Outward Bound courses, teachers are more open and relaxed with students. Teachers are more willing to communicate on a personal level with their students, and are not as fearful of revealing their own strengths and weaknesses. Frequently during interviews the teachers mentioned that they felt less threatened (if threatened at all) and much more at ease with students. They no longer felt it essential to maintain a constant barrier between students and teachers. Observing the behavior of teachers in the hall was one indicator of how at ease teachers felt with students. Physical contact, pleasant informal greetings, and good natured kidding were evidences of relaxed attitudes and friendship. One second year teacher underwent a dramatic change as a result of the Outward Bound course. His first year of teaching he felt especially threatened and shy. His classes lacked warmth, he was tense, and the principal told us he seriously considered not retaining him another year. Now his teaching is lively and dramatic, he feels secure with students

and is not afraid to become involved with them. We talked with him at great length and he attributes his personal changes to his participation in Outward Bound. Several of his students greeted him most warmly as we walked down the hall. The principal concurred with the teacher's judgment that he was a "different man" and "much more close to the kids." When asked if students appeared to treat him differently this year as opposed to last, another teacher replied, "Yes, they like me now, I suppose because I feel more together." Another asserted that his students felt that he was "more alive and active."

This physical contact and general air of informality in the relationship between the student and teacher is an extremely important factor in education. Warmth, honesty and personal concern are now part of the relationship; these qualities tend to encourage the learning process as both teacher and student feel secure with each other. Rather than fighting each other for control and authority, they are now free to explore, to learn and to grow. The dimension of physical contact is frequently overlooked in teacher education. How many middle class whites teaching in predominantly black urban schools indirectly convey their bigotry and feelings of superiority by their unwillingness to put an arm around their students?

George Dennison, in his book The Lives of Children, examines the importance of physical contact in the learning process. In discussing one child's reading difficulties he suggests how

important physical contact was in helping the student.

> I made the real, the deeper base of our relationship a matter of physical contact. I could put my arm around his shoulders, or hold his arm, or sit close to him so that our bodies touched, or lean over the page so that our heads almost touched. Adults, and especially adult Americans, are not used to this kind of touching . . . The importance of this contact to a child experiencing problems with reading can hardly be overestimated . . . Our physical contact gave him security. (pgs. 168-169)

Although we cannot say with certainty that Outward Bound directly encourages teachers to have physical contact with students, it does seem clear that Outward Bound encourages a warmer, more personal relationship between teachers and students.

It is impossible and unnecessary to list and characterize all the changes in the behavior of teachers. We have described the most frequently occurring changes. We submit that the Outward Bound Teachers' Practicum is an important vehicle for training teachers; however, since the teachers come with different values and personalities and different teaching styles they of course did not all react the same way. A few further general comments from teachers might serve to sum up the effect of the course. "No innovations in teaching techniques, except myself. I am <u>alive</u>. I have <u>feelings</u>. I can <u>communicate</u> - not with words alone, but with my eyes and all parts of my body." Another teacher put it this way, "The first and most important change I believe in my classroom is going to be me . . . I know my approach to individuals will be a more sensitive one, a more confident one, and a more

involved one." One teacher said, "Hopefully I will be far more patient, far more democratic, and at least equally appreciative of this most real kind of education." Finally, we quote from one teacher's paper. We quote at length from this paper because we feel that this teacher's remarks are true of other teachers, and also because his comments show the potential of the Outward Bound Teachers' Course.

> Outward Bound in the classroom is two things. It is compassion. The student sees the adult world through the teacher. If he sees dishonest reactions, such as the syrupy sweet treatment of a class by a teacher who dislikes the class, the student learns to distrust the adult. But it is a willingness to share the student's joys and his despair, his life, in fact, which builds a good relationship. Compassion is this with honesty.
>
> Outward Bound is also the involving of all the senses in the real world and the wonder of learning in that world. To use the mind is not enough. The eyes, the ears, the nose, the skin, all of these senses are stimulated in the young child, in his search for discovery. Why shouldn't they be used, stimulated, in his later education in the classroom? If the class cannot go to the world, bring the world to the class!

We cannot point to any single experience which is the key agent of change. We are unable to determine whether it is the group interaction, academic component, solo, urban component, influence of the staff, river rafting, mountain climbing, rappelling, or the wilderness setting which provides the most stimulus for teachers to examine the process of education. In most cases, it appears to be a combination of factors. The experience is a

total one and the teachers themselves cannot single out the key factor which changed them or meant most to them.

RECOMMENDATIONS

Our overall enthusiasm for Outward Bound as a vehicle for training teachers is tempered by recommendations which the team would like to make. Outward Bound has run only a few courses for teachers and while we feel the courses have been effective, we are concerned that Outward Bound examine the following suggestions and questions.

Clarification of nature of program

One problem with the course as it exists is that the teachers are uncertain of the goals of the program. Some believe the experience will be primarily a physical one and others a contemplative one. There is a difference of opinion on the amount and type of group sensitivity discussions in the course. Some felt that the discussions of what was happening in the group were a waste of time, "sissy" or threatening. One teacher reported that, "a discussion involving two that didn't get along . . . the effort to resolve the problem merely engendered other problems and I wished that we had not undertaken such a role to psychoanalyze the situation." Another said, "I don't wish for our group to become an exercise in group therapy. We need to be sensitive to one another, but not enter into the realm of psychological problems." On the other hand, others felt that group dynamics

was the most important feature of the course and wished that more time had been spent discussing the nature and interaction of the group, without necessarily "psychoanalyzing" each other.

The Outward Bound staff is divided on this question. It has been up to the discretion and abilities of the instructor to introduce as much or as little group sensitivity process as he wishes. We think this is a correct way to approach the question, but do suggest that in the literature it be made clear that the Outward Bound course is not another "T group" or sensitivity session although group inter-action is an integral part of the program. Techniques which stimulate group discussion and analysis (such as affective exercises) should be employed when the instructors feel the necessity.

Application of Outward Bound to teaching

The literature should also make clear that since this is a course for teachers, education will be a major topic for discussion and examination. Outward Bound should emphasize that an experience will be offered which has direct relevance to classroom teaching and that Outward Bound is concerned about the present quality of public education.

Outward Bound might consider some kind of pre-course selection procedure which would determine the reasons why the applicant is applying for the course. Some teachers are more receptive to examining and questioning traditional educational procedures than others and Outward Bound might choose to work with those most enthusiastic about changing their classroom techniques.

Our major concern is that the Outward Bound philosophy of education be understood by the participants. Not only must the philosophy be understood, but every effort must be made to show how the philosophy can be applied to traditional classrooms. Efforts have been made in this area already and have generally been successful, yet our concern is that each participant come to some understanding and confrontation of what he has been doing in the classroom and what he might be doing in the classroom, in his school, and in his community. Our fear is that while Outward Bound is undoubtedly a dramatic, enlightening, personal experience, too many teachers can leave without understanding that Outward Bound speaks to their specific teaching situation whatever that might be.

Staff awareness of nature of adult educators

A further concern we have is that of how the Outward Bound staff works with adults as compared to adolescents. First let us say that many favorable comments were made about the staff - their warmth, confidence, skill, tolerance, and understanding were mentioned frequently. There is no question that for most teachers, the sensitivity of the staff was a significant aspect in the success of the program. Our concern is with the staff negotiating with adult teachers as opposed to teen-agers. The staff should be aware of the personalities and traits of teachers. If they are to motivate and challenge teachers they must be aware of the nature of the profession. They should be aware of the pressures,

the trivial rules and regulations, the abundance of forms, the disciplining of students, the motivations for entering the profession, all of which influence the personalities and behavior of teachers. In a few instances, teachers felt they were coerced into performing what they considered to be unnecessary tasks. The tasks should be challenging, but every effort should be made to give reasons why the tasks are being performed. We realize that in order to expand their self-concept, participants may have to be reasonably pressured into attempting exercises that they previously felt themselves incapable of performing. We feel that these are problems which do not demand a single answer, but are problems which should be discussed by the Outward Bound staff so that each instructor can clarify his own position.

We also feel strongly that Outward Bound staff be capable of presenting and discussing innovations and techniques in education. Teachers need encouragement to see how Outward Bound techniques might be applied to their classrooms. The staff should be prepared to deal with defensive arguments and to propose alternatives to existing classroom situations. To repeat, if Outward Bound is to transfer the changes brought about by this dramatic experience into classroom techniques, attitudes, and behaviors, the staff must be capable of discussing the nature of education and the possibility for different behaviors and attitudes in the classroom.

Educators might offer seminars to the instructors to acquaint them with the complexities of education. It is important that the

educators selected to lead such seminars be empathetic with experiential education and have knowledge of Outward Bound goals and curriculum. Outward Bound instructors might observe for a week in elementary or high schools so that they are familiar with existing public school situations and pressures. We do not believe that Outward Bound instructors should have a set system of answers for how to change a classroom, or into what a classroom should be changed, but that the instructors be able to open up the minds of the participants so that they can question, reflect and re-examine what is happening in our country's schools. While a few participants left the Outward Bound course not seeing any applications of Outward Bound techniques to their classrooms, others left requesting and recommending that more time and effort be spent in explaining and translating Outward Bound techniques into classroom methods. "More understanding of the theories behind the course should be given." Another teacher requesting the same put it this way, "This was a Teachers' Course. Little or no time was spent in discussions of how the outdoor work can be tied into the regular curricula. If we are to convince superintendents and PTAs it would be of real value."

Academic component

The academic component was received with mixed reactions. Some felt the papers, speakers and discussions to be anti-climatic and of little value; this letdown might simply be a reaction to the return from the wilderness. On the other hand,

for some teachers the academic period was a time for synthesis, a time to bring together ideas and feelings and a chance to articulate and give meaning to them. We generally support the notion of an academic component, the chance for teachers to evaluate their personal and collective experiences. We do recommend that this period afford the staff and educators an opportunity to address the question of how these experiences can be transferred to the classroom and school. Groups might be formed to develop experiential curricula and lessons from such curricula might be taught to other groups. It is extremely important (vital to the follow-up of the course) that this post-session academic component not be a simply analytical and theoretical one. Thus, we re-emphasize that the teachers should be required to develop and teach an experiential lesson to each other. Readings and speakers might also be helpful in stimulating discussions on the use of Outward Bound methods in the teacher's classes.

Flexibility in schedule

The staff should think about allowing more flexibility in the schedule. More time might be devoted to appreciation of the natural surroundings, for example: One teacher said in answer to what he would change about the course - "more emphasis on beauty, color, sound, etc. Not so much rushing - change of pace occasionally to see natural beauty."

Knowledge of area

Many participants expressed a desire for more knowledge of ecology, geology, history and folklore of the areas in which their

Outward Bound experience took place. A reading list might be given to participants before the course begins so that they might begin to familiarize themselves with the area. Time for rest and contemplation might be allotted immediately after solo and before the urban component.

Visiting speakers and staff

Visiting speakers and visiting staff pose a problem. They have something to say to the participants, yet they have not been through the same demanding physical experiences. Some participants reacted negatively to "outsiders" dropping in on them; this might be over-reaction and defensiveness. Nevertheless, some ways should be devised to introduce the speakers into the group without this hostility.

Solo

The "solo" is extremely valuable and most every participant is enthusiastic about it. Yet the staff should be careful not to "over-sell" its importance or effect. It should be allowed, not forced to happen. In response to a question about staff enthusiasm for the solo one teacher commented, "I wouldn't push 'peak experience' so much. Let each individual make of it what he wants to."

Urban component

The urban component which was part of the two Colorado courses, was an outstanding feature of the program and should be made a part of the Dartmouth course and all future Teachers' Practica. The majority of participants were very enthusiastic

about the experience, with some maintaining that it was of even more value to them as a stress-producing situation than activities in the wilderness. Several teachers praised this three day component as a means for them to be made aware of and become sensitive to the perceptions and feelings of poor blacks and whites. One man said that he "became more tolerent toward minority groups" as a result of his urban experience. A minor concern for us was that a few participants did not complete the requirement of the three day experience, e.g., some only spent one night in the slums. Efforts should be made to tighten up this aspect of the course as it is apparently a highly effective component.

Migrant experience

The migrant experience did not appear to be as effective as the urban component. Some teachers were placed with families who did not think the participants should work and who in some cases did not need the help. Outward Bound staff should try to explain the purposes of this experience more clearly to the families as well as to the participants.

Sailing

The three days of sailing should probably be eliminated as this feature is too dependent on weather conditions and can easily become boring. On the other hand, the boredom might be another type of stress that might be valuable for the participants to have to negotiate. In contrast, several participants remarked on how exciting the river rafting trip was and this feature of the program should remain. It is apparently, from journals and

tapes, a "most thrilling experience" and one in which a feeling of interdependency and responsibility is encouraged.

Skill teaching

The skills taught were very well received. Many participants however would have liked to have had more skills taught and used. Although opinions of the participants varied in the importance that they attached to the learning of skills, most felt that they would have liked to achieve more knowledge and competence in areas such as map and compass reading and ropes.

Follow-up

Follow-up throughout the school year, once teachers have returned to the classroom, is most important as some will need reassurance for their efforts, some will simply want to know what other schools and teachers are doing. Outward Bound, Inc. serves a very important function here and in our opinion is doing a fine job in this area. They have a quarterly newsletter, "What's Happening?", which is widely circulated, members of the staff have held workshops and seminars in various cities to expose teachers and administrators to Outward Bound techniques. Some of our evaluating team have attended one of these seminars and it was well received. Members of the national office also make themselves available as consultants to teachers in schools trying to initiate Outward Bound programs. Several letters were mailed to all Outward Bound teacher alumni informing them of our questionnaire or interviews. One national two-day conference has been

held by Outward Bound staff to discuss only the ingredients of an effective Outward Bound Practica for Teachers. The staff is currently putting together a reading list for Outward Bound alumni and future participants. While Outward Bound, Inc. has done a good job in keeping in touch with alumni, there are still several alumni who live too far away to attend workshops. Efforts should be increased to stay in written contact with these people. Regional Outward Bound clubs might be formed and meetings held; possibly a national conference of Outward Bound participants should be held to discuss problems of implementing Outward Bound methods. In summary, follow-up distribution and encouragement are essential and Outward Bound, Inc. is doing a good job on this problem.

Mixed patrols

Outward Bound might consider forming patrols of students, teachers, administrators and parents from the school community. Communication between these groups is frequently hampered by narrow thinking, stereotypes, rumors, and suspicious attitudes. If these three groups are to work together they must see each other first as human beings, and contact in the Outward Bound Practica might be useful to such an end.

Most participants, both men and women, favored co-ed patrols. "We have to learn to live with each other in society, in our schools, so why not in Outward Bound?" was a typical opinion. "It is unrealistic not to have mixed patrols of men and women," "We can learn a lot from each other," "Equality of women is a big problem in today's world, so Outward Bound ought to deal with

it," were other responses. Last summer, Outward Bound put men and women through the same course, but not in the same patrols. Some female and male patrols met frequently, others did not. Most members of those patrols which did meet often were pleased that they had the opportunity to do so. We would strongly recommend that Outward Bound experiment with co-ed patrols since it is a valuable device for bringing people with different strengths, talents, perspectives, and backgrounds together. A few of the male participants and staff members felt that having women in the same patrol would "slow them down too much," however, often these same people expressed a desire to exclude physically weaker male participants and seemed to view the Outward Bound experience almost solely as a physical challenge. Here again, it might be helpful if Outward Bound were careful to make clear to both their staff and to participants the goals and purposes of the course.

Participants from same school system

It might be wise for Outward Bound to concentrate on accepting teachers from one school or school system into the program. Thus on returning to their school at the end of the course, teachers would find built-in support and enthusiasm for developing and implementing Outward Bound methods.

Group decision making

The degree of flexibility and group decision-making responsibility is a tough question. Ultimately the instructors are responsible for the safety of their patrols. However, possibly more

expeditions and activities could be planned which involve group decision making. Certainly the staff should have final say on this matter.

Recommendations for the Dartmouth Course

In addition to the above mentioned suggestions, there are two specific recommendations for the Dartmouth course. One, if implemented, will relieve the other.

The first of these concerns is the location of the entire Northeast Outward Bound experience. "Outward Bound certainly cannot be condemed for the condition of nature, however, I did anticipate a chance to get back to nature and that was not the case." This quote from one of the participants and numerous variations of it seems to sum up the reaction of many to the surroundings they traversed while involved in Dartmouth Outward Bound last summer. Many felt that Outward Bound would give them a chance to "return to nature," only to find the ravages of civilization everywhere. "I was disenchanted with my solo, the water was polluted, parties were in session on neighboring islands, and boats would pass by with friendly onlookers."

The evaluators think that the obvious proximity to civilization detracted in no small way from the meaning of the experience. "We kept stopping for good meals . . . and twice carried our canoes through the main streets of villages." This hardly seems condusive to contemplation of self.

If the entire site of the trip could be moved, say to northern Maine, this feeling of remaining in civilization could be lessened.

The second suggestion concerns the role of Hurricane Island. The evaluators think that if the entire experience is not moved, Hurricane Island should be re-sequenced to occur early in the course. Many felt that "once we attained the goal of Hurricane Island, the course should have ended." One participant said about his stay on the island, "There were superfically too many conveniences and a shortage of serious fundamental challenges for the groups." Another stated, "The solo could have been on the journey so there might not have been a letdown so far from the end."

There was an interest expressed on the part of the adults to meet with and talk to the teen-agers who were also on the island, and who had participated in the regular Outward Bound course. The evaluators believe that a meaningful few days might have been spent had the two groups had the opportunity to discuss mutual experiences. [illegible] in effect suggests that Hurricane Island become a meeting ground for Outward Bound participants of many ages.

CONCLUSION

The Outward Bound Teachers' Practica are a valuable and innovative strategy for teacher education. As this report states, the Outward Bound experience means a number of things - it is individual and collective, thrilling yet reflective, personal and professional, fearful yet inspiring confidence. It is an experience which influenced or changed many teachers' self image and view of their profession. It is hoped that this report, in addition to examining the course structure, has captured some of the flavor of a dramatic and enlightening experience.

The real purpose of schools should be to provide an opportunity and atmosphere in which the student can freely explore and understand himself, his companions, his environment and finally come to grips with his ultimate reality. George Dennison, in his book The Lives of Children, suggests that schools must cease to be "places and become relationships." He says,

> Against all that is shoddy and violent and treacherous and emotionally impoverished in American life, we might propose conventions which were rational and straightforward, rich both in feeling and thought, and which treated individuals with a respect we do little more at present than proclaim from our public rostrums. We might cease thinking of schools as a place, and learn to believe that it is basically relationships: between children and adults, adults and adults, children and other children. The four walls and the principal's office would cease to loom so hugely as the essential ingredients.
> (pgs. 6-7)

George Dennison is right. True education is based upon relationships, not buildings. The Outward Bound Teachers' Practica, both through their setting and curricula, emphasize group interaction and personal responsibility and growth. The teacher who experiences Outward Bound has a good chance to establish meaningful and sensitive relationships with his students. Thus, Outward Bound is a most important vehicle for training the new breed of teachers so urgently needed in today's education.

CO DIVISION
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APPENDIX

Questionnaires were forwarded to all participants of programs D-T3, C-36T and C-39T. These questionnaires were designed to measure changes which might have occurred in the behavior of the educators as a result of their participation in the program. Questions were asked regarding possible changes in relationships and attitudes about students and colleagues. Innovations in teaching styles and curricula were analyzed. We tried to obtain insights into the individual's general philosophy, goals, and personality.

The questionnaire served as one means of evaluation in combination with personal interviews, journals and tapes. In particular, it was enlightening as to the motivations of the person seeking an Outward Bound experience, his evaluation of the experience, and his implementation of Outward Boundafter his participation.

Few questions were found to be unanswered or incomplete. A cover letter which was sent to all participants along with the questionnaire assured participants that their responses would be confidential.

Thirty-four replies were received by our group. The statistical data is given on a 100 percent basis. The tabulation of these responses as well as our general comments and the cover letter are reviewed on the following pages.

QUESTIONNAIRE

1. What were your reasons for attending the OB course?

ANS: Answers varied - most reactions were along these lines: challenge, better myself as a teacher, curiosity, favorable reports heard on OB from students who had attended previous programs, interest in establishing OB on a school level, and to further extend outdoor skills and education.

2. Did you find the physical challenges satisfying and were you pushed to your physical limits?

ANS: Ten percent reported negatively, while ninety percent gave positive reactions which were favorable to the amount of stress and satisfaction received.

3. What kinds of follow-up sessions should OB have after the summer course?

ANS: Course evaluation, splinter program encouragement, seminars, personal interviews, more on the "whys and how to develop," sessions on sensitivity training, surveys, reunions, sessions on teaching, and offer instructors training.

4. What do you think were the most important values of your OB instructors? (evaluate the staff)

ANS: Most statements were positive denoting: competence, compassion, co-operative, understanding, zest for living, patience, dedication to the principles of OB, humor, instilling respect, sincerity, candid approach, good judgment along with experience and skills, safety-conscious, knowledgable, warmth, encouraging, flexibility, confident. The only negative statements pertained to the instructors' general lack of psychological background.

5. Did any changes occur during your solo experience which involved insights about yourself, other people, or nature?

ANS: 43.5% regarded their solo as an experience of discomfort which could interfere with deep thinking or insight. 56.5% felt that the solo was a rare opportunity to do some "soul searching."

6. Were there elements of the course which were too flexible and/or too regimented? List and discuss.

ANS: Colorado participants seemed to feel that the programs were too flexible: poor planning for encounter sessions, urban component, 7-day wilderness hike. Dartmouth participants seemed to have a basic complaint of entire schedule being too rigid and regimented, e.g., not enough time for discussion sessions, etc.

7. Do you think teachers, students and administrators should participate in the program together? (Males and females - why or why not)

ANS: 79.7% reacted favorably to the mixing of males and females. 20.3% had reservations or pre-conceived ideas as to female ability in the wilderness. An overall yes was given to the mixing of teachers and administrators; a very small percentage were against mixing teachers and students.

8. Comment on the value of the urban component of your course. (Only participants in Colorado courses)

ANS: Only three participants reacted negatively to the urban component. The adjectives used by the majority were: fantastic, excellent, worthwhile, inspiring; valuable. It might also be noted that many thought this segment of OB was the most beneficial of the entire experience.

9. Do you feel that you could say "no" to an OB activity without losing face? (why or why not)

ANS: 73.9% said yes, they could say no, but with reservation. Evidently a great inward struggle preceeded their breaking with the group. 26.1% stated that they could not say no to activities as group pressure was too great.

10. How would you redesign the OB program?

ANS: Personal likes and dislikes were mentioned in these answers. Basic overall recommendations are contained within the report.

11. What efforts have you made to initiate OB kinds of programs in your school? What factors have limited or encouraged these efforts?

ANS: Most OB participants seemed to have a desire to set up OB projects within their school. Few participants have been able to do so on either a large or small scale. Lack of financing, not sincerity, seems to be the main determent in most cases. Some teachers have encouraged students to join OB on an individual basis; others have initiated weekend field trips involving their newly acquired skills.

12. What innovations in teaching techniques, methods, or curriculum, arising out of your OB experience, have you adapted for your own use in the classroom? How successful have they been?

ANS: The teachers that have adapted innovations in their classes since OB find they are allowing students to have more freedom. Their classes are not as regimented as in the past in terms of rules and regulations. Some feel they are more sensitive to their students as individuals.

13. Would you describe yourself as being more lenient or strict this year as compared to last? What new rules have you initiated in your class or would you like to see in your school? What rules have you come to see as less important?

ANS: Those that did make a definite response seemed to find themselves being more lenient in social behavior which on the other hand, more demanding of academic achievements.

14. Do you see any relevance of OB to your academic discipline? What discipline, if any, do you feel it is more relevant to?

ANS: Six said no and 27 said yes.

15. Has your concept of a teacher changed since your OB experience? Which concrete changes in your behavior can you point to as a result?

ANS: 26.1% said no to any change. 73.9% said yes, inasmuch as they had a greater interest in freedom of social behavior and were more sensitive to the individual student.

16. Did specific OB experiences develop better methods for dealing with the fears and anxieties of your students and/or colleagues? If so, give examples.

ANS: 20.3% said no - 79.7% said yes. The majority felt that they had more self-confidence and an empathy with the fears and anxieties of others.

17. Which political or social issues are you more concerned about since OB? Have you introduced them in your class?

ANS: There was an overwhelming concern for ecology. Also new interests regarding drug addiction, politics, racial issues, mental illness, and the population growth.

18. Have you found that your willingness to disagree openly with superiors has increased since your OB experience?

ANS: Reactions were hazy as to the degree of dissent we were implying. Unlike the usual long explanations cited in other answers, few chose to clarify their responses or give illustrations of encounters with superiors.

19. Do your students this year behave any differently toward you than they did prior to your OB experience?

ANS: 76.8% said no and 23.2% said yes, stating that students were more open and responsive.

20. What, if any, are the character changes that you experienced in yourself during OB? Are they being maintained now that the experience is over, or have you returned to your pre-OB experience patterns?

ANS: The majority of replies indicated an increase in self-esteem. Expressions of hope were noted that their character growth would continue. Physical fitness appears to be another by-product of OB and many seemed pleased that their newly acquired skills would serve to retain their healthy state of being.

1. Which best describes your classroom philosophy?

ANS: 3 said tight ship, 19 said spontaneous happenings

2. Students should be graded?

ANS: 8 said ABCDF, 16 said Pass-fail, and 8 said no grades

3. How do you feel about adult visitors in your classroom?

ANS: 10 said A) very comfortable 17 said B) comfortable
4 said C) slightly uncomfortable 0 said D) very uncomfortable

4. Non-verbal cues from students are:

ANS: 17 said very important to teaching style

11 said important to teaching style

2 said not so important to teaching style

0 said not at all important to teaching style

5. How frequently do you allow students to control their own learning?

ANS: 23 said A) everyday, 5 said B) once a week, 1 said C) once a month, and 1 said D) not at all

6. Do you discuss your OB experience with other people?

ANS: 16 said A) very often, 9 said B) often, 6 said C) once in a while, 2 said D) rarely

33 Beacon Street
Florence, Mass. 01060
November 7, 1969

Dear Outward Bound Participant:

The enclosed questionnaire is designed so that our study group can make an objective evaluation of last summer's Outward Bound programs for educators and recommendations toward improving future programs. These questionnaires have been forwarded to all participants in the Dartmouth and Colorado programs.

The information gathered through your responses will be regarded as confidential. Names of participants will not be used under any circumstances. Remember, we are evaluating Outward Bound, not you. We do request that you give detailed answers as it will be impossible to interview the majority of participants.

Please comment freely on all questions giving specific anecdotes or examples of your Outward Bound experience which will illustrate your point of view. If you wish to focus on certain items because of their relevance to your experience or opinions - please do.

Our evaluation consultants are working with an extremely tight schedule. Recommendations for Outward Bound must be given well in advance of next summer's courses. For this reason, we are requesting that the questionnaire be returned to us by December first.

We realize that such a questionnaire is time consuming and may seem to be a repetition of others you have submitted. We are an independent group of consultants. Your opinions are extremely important to our findings, because you can influence future Outward Bound programs. Your promptness will certainly be appreciated by us.

Thank you for your cooperation.

Sincerely,

Glenn W. Hawkes, Director
Special Evaluation Study

GWH/kmd

DIRECTOR - RESUME

GLENN W. HAWKES Age 30 single
School of Education
University of Mass.
Amherst, Massachusetts 01002

Social Security #011-32-6770

EDUCATION:

B. A., Wesleyan University	1961
M. A., Harvard Graduate School of Education	1962
Ed.D., Harvard Graduate School of Education	1968

PROFESSIONAL EXPERIENCE:

Teacher: Belmont High School, Belmont, Mass.	1961 - 1962
Aragon High School, San Mateo, Calif.	1962 - 1963
Chairman Social Studies Dept., St. Mark's School, Dallas, Texas	1966 - 1969
Instructor, Harvard Summer School	1965
Master Teacher, Harvard-Newton Summer Program	1966 - 1969
Assistant Professor, School of Education, University of Massachusetts	1969 -

PROFESSIONAL RESEARCH:

"A Philosophical and Historical Rationale for a New Approach to 'Problems of Democracy'" - A report for the U. S. Office of Education contracted by Harvard College (OE - 6 - 10 - 354)	1968

CONSULTANT - RESUME

JOSEPH SCHULZE age 28 married
30 Russell Street
Hadley, Massachusetts 01035

Social Security #181-30-0547

EDUCATION:

B. A., Haverford College	1959 - 1963
Ed.D., candidate - University of Massachusetts	1968 - 1971

PROFESSIONAL EXPERIENCE:

Coordinator - U. of Mass. - Hartford Teacher Training Program	1968 -
Special Assist. to New Park Avenue School	1968 -
Instructor for "Foundation of Education" and "Race Relations" courses in School of Ed., Univ. of Mass.	1968
Instructor for Oberlin College MAT program	1968
Teacher: History & English, Lake Ridge Academy, North Ridgeville, Ohio	1966 - 1968
Director of Southern Tutorial Program, Aiken, South Carolina	1967
Teacher: History & English, North Shore Country Day School, Winnetka, Illinois	1963 - 1966
Director: Wilderness Camp Headquarters (Experiment in Democratic Living)	1964 - 1965

CONSULTANT:

Hartford, Conn., Public Schools	1968 - 1970
Hartford, Conn., Public Schools (race relations workshops)	1968 - 1969
Cross-Age Tutoring Program, Washington, D.C.	
Philadelphia Advancement School, Philadelphia, Pa.	

CONSULTANT - RESUME

TRUDY J. SCHULZE — Age 28 — married
30 Russell Road
Hadley, Massachusetts 01035

Social Security #348-34-3647

EDUCATION:

Swarthmore College	1961 - 1962
Calvin College	1959 - 1961
B.A., Calvin College	1963
M.Ed. candidate, University of Massachusetts, Amherst, Mass.	

PROFESSIONAL EXPERIENCE:

Staff, Center for Urban Education in School of Ed., U. of Mass., Amherst, Mass.	1969 - 1970
Teacher: English, Holyoke High School	1968 - 1969
Instructor, MAT program, Oberlin College	1968
Teacher: English, Elynia High School, Elynia, Ohio	1966 - 1968
Co-director & teacher, Aiken Tutorial Program, Aiken, South Carolina	1967
Teacher: English, Evanston High School, Assist. to Director of inner city program	1965 - 1966
Co-director, Headwaters Wilderness Camp, Maine	1965
Teacher: English, Lee High School, Grand Rapids, Michigan	1963 - 1964

CONSULTANT - RESUME

JOHN P. DELANEY (JEFF) Age 26 married
33 Beacon Street
Florence, Massachusetts 01060

Social Security #044-32-8557

EDUCATION:

A. B., (History & English) Providence College, Providence, Rhode Island	1961 - 1965
M.Ed., (Special Education) University of Hartford, West Hartford, Connecticut	1969
Ed.D., candidate, University of Massachusetts, Amherst, Mass.	1969 - 1971

PROFESSIONAL EXPERIENCE:

Director, Hartford Day Camp (mentally retarded children), Hartford, Connecticut	1969
Director, Adult Recreation Program, Hartford Association for Retarded Children	1968 - 1969
Counselor, Hartford Adult School, Hartford, Connecticut	1968
Teacher: (2 years Special Education, 1 year Social Studies), New Park Avenue School, Hartford Public School, Hartford, Connecticut	1966 - 1969
Teacher: (fifth grade) McDonough Elementary School, Hartford Public Schools, Hartford, Connecticut	1966

CONSULTANT:

South Arsenal Neighborhood Development Curriculum	1969
Westside Study Center (Pasadena, California) Curriculum Development	1969
Project Challenge - Coordinator, Hartford, Connecticut	1967

CONSULTANT - RESUME

JOHN C. WOODBURY age 29 married
47 Hobard Lane
Amherst, Massachusetts 01002

Social Security #022-30-3821

EDUCATION:

B.A., Wesleyan University	1957 - 1961
M.A., Fletcher School of Law & Diplomacy	1963 - 1964
Ed.D., candidate, University of Mass., Amherst, Mass.	1968 - 1970

PROFESSIONAL EXPERIENCE:

Coordinator, U of Mass-Hartford, Conn. programs	1968 - 1970
Director, U of Mass-Hartford Administrative Intern and Teacher Training Programs	
Staff Assistant, More Effective School Personnel Utilization Program, Training Institute, U.S. Office of Education	
Instructor for "Foundations of Education" and "Contemporary Views in Education" courses, School of Education, U. of Mass.	
Staff Coordinator, Center for Urban Education, School of Education, U. of Mass.	
Teacher: History, North Shore Country Day School, Winnetka, Illinois	1964 - 1968
Dean of Boys, North Shore Country Day School	1967 - 1968
Staff, New Trier Summer Seminar in Urban Affairs, Chicago, Illinois (summer)	1968
History Teacher and Public Relations Director, Tilton School, Tilton, N. H.	1961 - 1963

CONSULTANT:

Florida State Department of Education (differentiated staffing)
Wilmington, Del., Public Schools (Urban Education)
Hartford, Conn., Public Schools (race relations workshops)
Broadjump Program, New York City (Urban Education)
Teachers Incorporated, Two Bridges District, NYC (teacher training)
Talks with various groups in Western Massachusetts (innovations in teaching)